STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY
TEXAS EDUCATOR CERTIFICATION
TExES/ExCET TOPT TExMaT TASC/TASC-ASL

**TExMaT** | Texas Examinations for Master Teachers

# Preparation Manual

## 085 Master Reading Teacher

Copyright © 2018 by the Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of the Texas Education Agency. Texas Examinations of Educator Standards, TExES, the TExES logo, Texas Examinations for Master Teachers, TExMaT, Texas Assessment of Sign Language, TASC, Texas Assessment of Sign Language–American Sign Language, and TASC–ASL are trademarks of the Texas Education Agency.

This publication has been produced for the Texas Education Agency (TEA) by Pearson. Pearson is under contract to the Texas Education Agency to administer the Texas Examinations of Educator Standards (TExES) program, Texas Examinations for Master Teachers (TExMaT), Texas Assessment of Sign Language (TASC) and the Texas Assessment of Sign Language–American Sign Language (TASC–ASL) programs. The TExES, TExMaT, TASC and TASC–ASL programs are administered under the authority of the Texas Education Agency; regulations and standards governing the program are subject to change at the discretion of the Texas Education Agency. The Texas Education Agency and Pearson do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

# PREFACE

Legislation passed in 1999 (House Bill 2307) requires the creation of the Master Reading Teacher (MRT) certificate, the development of standards for the certificate, and the development of a Master Reading Teacher examination. The Master Reading Teacher certificate is being implemented as part of the Texas Reading Initiative to ensure that all Texas students are reading on grade level by the end of the third grade and that their reading knowledge and skills grow throughout their public school careers. A Master Reading Teacher will be an individual who holds a Master Reading Teacher certificate and whose primary duties are to teach reading and to serve as a reading teacher mentor to other teachers.

The Master Reading Teacher certificate may be obtained by individuals who:

- hold a Reading Specialist certificate AND complete a State Board for Educator Certification (SBEC)-approved Master Reading Teacher preparation program; OR
- hold a teaching certificate, have at least three years of teaching experience, complete an SBEC-approved Master Reading Teacher preparation program, AND pass the Master Reading Teacher certification exam.

The development of the standards for the Master Reading Teacher certificate was completed in January 2000. SBEC-approved Master Reading Teacher preparation programs became available starting in the summer of 2000. The Master Reading Teacher certification examination was administered for the first time in January 2001.

## KEY FEATURES OF THE MANUAL

*List of competencies that will be tested*

*Strategies for answering test questions*

*Sample test items and answer key*

# TABLE OF CONTENTS


SECTION I **THE TEST FOR TEXAS MASTER READING TEACHERS** 1

Development of the Master Reading Teacher Test
Taking the MRT Test and Receiving Scores

SECTION II **USING THE TEST FRAMEWORK** 3

Organization of the MRT Test Framework
Studying for the MRT Test
Test Framework (Including Weights of Each Domain)

SECTION III **APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS** 21

Item Formats
– Single Items
– Clustered Items

SECTION IV **SAMPLE ITEMS** 29

Answer Key

SECTION V **CASE STUDY ASSIGNMENT** 79

How Case Study Assignment Responses are Scored
Scoring Process
Preparing for the Case Study Assignment
General Directions for Responding to the Case Study Assignment
Sample Case Study Assignment

SECTION VI **PREPARATION RESOURCES** 89

Journals
Other Sources

SECTION I

# THE TEST FOR TEXAS MASTER READING TEACHERS

As required by House Bill 2307, successful performance on the Master Reading Teacher (MRT) examination is required for the issuance of a Master Reading Teacher certificate to all candidates who do not hold a Texas Reading Specialist certificate. These MRT candidates must also hold a teaching certificate, have at least three years of teaching experience, and complete a State Board for Educator Certification (SBEC)-approved MRT preparation program.

The MRT test is criterion referenced. It is designed to measure the knowledge and skills delineated in the MRT test framework, which is based on the MRT standards.

The MRT test is designed to measure the requisite knowledge and skills that an initially certified Texas Master Reading Teacher must possess. This test includes multiple-choice items as well as a case study assignment for which candidates will construct a written response.

## Development of the Master Reading Teacher Test

Committees of Texas educators and interested citizens have guided the development of the MRT test by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the MRT test are described below.

1. **Develop Standards.** A Standards Development Committee was convened to recommend what an initially certified Master Reading Teacher should know and be able to do.

2. **Review Standards.** The committee reviewed and revised its draft standards. The revised draft standards were posted on the SBEC Web site for public review and comment. The MRT standards were adopted by the SBEC in January 2000.

3. **Develop Framework.** A Master Reading Teacher Test Framework Committee reviewed and revised a draft test framework that is based on the standards. The framework outlines the specific competencies to be measured in the MRT test.

4. **Conduct Content Validation Survey.** A representative sample of Texas educators was surveyed to determine the relative job importance of each competency outlined in the test framework. The educators selected for the teacher sample included certified Reading Specialists as well as certified reading teachers, certified elementary teachers in self-contained classrooms, and certified secondary English Language Arts teachers. The educator preparation personnel sample included faculty and other educators involved (or planning to be involved) in the delivery of instruction to candidates for MRT certification via board-approved programs.

5. **Develop and Review Test Items.** The test contractor developed draft multiple-choice items and case study assignments designed to measure the competencies described in the MRT test framework. An Item Review Committee reviewed the developed test items and assignments for appropriateness of content and difficulty; clarity; alignment with the competencies; and potential ethnic, gender, and regional bias.

6. **Conduct Pilot Test of Test Items.** The developed test items and assignments that were deemed acceptable by the Item Review Committee were administered to an appropriate sample of Texas educators.

7. **Review Pilot Test Data and Conduct Preliminary Standard Setting.** A Pilot Test Results Review Committee reviewed all the statistical data gathered from the pilot test to ensure that the test items are valid, reliable, and free from bias. The committee also provided individual item judgments regarding a preliminary passing standard for the test.

8. **Review Marker Papers.** The Marker Paper Review Committee reviewed test materials used to train scorers to evaluate written responses for administrations of the MRT test.

9. **Administer the MRT Test.** The test will be administered to candidates for certification beginning in January 2001.

10. **Set Passing Standard.** A Standard Setting Committee was convened in February 2001 and recommended a passing score for the test. This recommendation was presented at the March 2001 SBEC Board Meeting when SBEC established the final passing standard for the test.

## Taking the MRT Test and Receiving Scores

Please refer to the Texas Educator Certification Examination website for information on test dates, sites, fees, registration procedures, and policies.

Your score report will be available to you via your testing account on the Texas Educator Certification Examination website. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be a Master Reading Teacher in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
  - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, score report information will be posted on the Internet on the score report date of each test administration.

SECTION II

# USING THE TEST FRAMEWORK

The Master Reading Teacher (MRT) test is an assessment of the content and professional knowledge required of an initially certified Master Reading Teacher. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

**When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.**

## Organization of the MRT Test Framework

The test framework is based on the certification standards for Master Reading Teachers.

The content covered by this test is organized into sets of related concepts called domains. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement,* which broadly defines what an initially certified Master Reading Teacher should know and be able to do, and
2. the *descriptive statements,* which describe in greater detail the knowledge and skills eligible for testing.

An example of a competency and its accompanying descriptive statements is provided on the next page.

## Sample Competency and Descriptive Statements

**Master Reading Teacher**

**Competency:**

**The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.**

**Descriptive Statements:**

The Master Reading Teacher:

- Knows the basic linguistic patterns and structures of oral language, including continuant and stop sounds and coarticulation of sounds.
- Knows relationships between oral language development and the development of reading skills; expected stages and milestones in acquiring oral language; implications of individual variations in oral language development for reading; and ways to use the cultural, linguistic, and home backgrounds of students and others to enhance students' oral language.
- Can provide explicit, systematic oral language instruction using language structures and pronunciations commonly associated with standard English, and supports students' learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and is based on ongoing informal and formal assessment of individual students' oral language development.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' oral language development.
- Builds on students' oral language skills and increases their oral language proficiency through reinforcing activities that are based on a convergence of research evidence (e.g., reading aloud, dramatic play, classroom conversations, songs, rhymes, stories, games, language play, discussions, questioning, sharing information).
- Knows when student delays or differences in oral language development warrant in-depth evaluation and additional help or intervention.
- Knows the interrelationships between oral language and the other components of reading.

## Studying for the MRT Test

The following steps may be helpful in preparing for the MRT test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). Each competency will receive equal coverage on the test.

2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.

3. Review "Preparation Resources" section for possible resources to consult. Also compile key materials from your preparation coursework that are aligned with the competencies.

4. Study this manual for approaches to taking the MRT examination.

5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

**NOTE: This preparation manual is the only MRT test study material endorsed by the SBEC. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the MRT program.**

# TEST FRAMEWORK FOR MASTER READING TEACHER

**Domain I** **Foundations of Reading Knowledge and Instruction, Part I (approximately 31% of the test)**

**Standards Assessed:**

**Standard I:** The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.

**Domain II** **Foundations of Reading Knowledge and Instruction, Part II (approximately 23% of the test)**

**Standards Assessed:**

**Standard I:** The Master Reading Teacher applies knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, or high school level.

**Domain III** **Principles of Instructional Design, Delivery, and Assessment in Reading (approximately 15% of the test)**

**Standards Assessed:**

**Standard II:** The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy.

**Standard III:** The Master Reading Teacher designs and implements reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students.

**Domain IV** **Reading Instruction and Assessment for Students with Diverse Backgrounds and Needs (approximately 15% of the test)**

**Standards Assessed:**

**Standard IV:** The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.

**Standard V:** The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.

**Domain V** **Roles of the Master Reading Teacher (approximately 15% of the test)**

**Standards Assessed:**

**Standard VI:** The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.

## DOMAIN I—FOUNDATIONS OF READING KNOWLEDGE AND INSTRUCTION, PART I

### Competency 001

**The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.**

The Master Reading Teacher:

- Knows the basic linguistic patterns and structures of oral language, including continuant and stop sounds and coarticulation of sounds.
- Knows relationships between oral language development and the development of reading skills; expected stages and milestones in acquiring oral language; implications of individual variations in oral language development for reading; and ways to use the cultural, linguistic, and home backgrounds of students and others to enhance students' oral language.
- Can provide explicit, systematic oral language instruction using language structures and pronunciations commonly associated with standard English, and supports students' learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and is based on ongoing informal and formal assessment of individual students' oral language development.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' oral language development.
- Builds on students' oral language skills and increases their oral language proficiency through reinforcing activities that are based on a convergence of research evidence (e.g., reading aloud, dramatic play, classroom conversations, songs, rhymes, stories, games, language play, discussions, questioning, sharing information).
- Knows when student delays or differences in oral language development warrant in-depth evaluation and additional help or intervention.
- Knows the interrelationships between oral language and the other components of reading.

**Competency 002**

**The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.**

The Master Reading Teacher:

- Knows expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic awareness, and instructional sequences that develop and accelerate students' phonological and phonemic awareness and that are based on a convergence of research evidence.
- Can provide explicit, systematic instruction and reinforcing activities in phonological and phonemic awareness, including segmenting and blending spoken words.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and that is based on ongoing informal and formal assessment of individual students' phonological and phonemic awareness.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' phonological and phonemic awareness.
- Knows when student delays or differences in phonological and phonemic awareness warrant additional assessment, evaluation, and intervention.
- Knows the interrelationships between phonological and phonemic awareness and the other components of reading.

**Competency 003**

**The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.**

The Master Reading Teacher:

- Knows the elements of the alphabetic principle, including graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
- Knows expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding.
- Knows instructional sequences that develop and accelerate students' application of the alphabetic principle to beginning decoding and that are based on a convergence of research evidence.
- Can provide explicit, systematic instruction and reinforcing activities in the alphabetic principle, including the use of text that is decodable based on students' current knowledge.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and that is based on ongoing informal and formal assessment of individual students' understanding and application of the alphabetic principle.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' understanding and application of the alphabetic principle.
- Knows when student delays or differences in developing an understanding of and ability to apply the alphabetic principle warrant in-depth evaluation and additional help or intervention.
- Knows the interrelationships between the alphabetic principle and the other components of reading.

**Competency 004**

**The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.**

The Master Reading Teacher:

- Knows word analysis strategies, including application of the alphabetic principle, structural analysis, and syllabication; and how to apply word analysis strategies when decoding unknown words.
- Knows strategies for confirming word pronunciation and/or meaning when reading words in context, including using syntactic and semantic cues.
- Knows expected patterns of development in the use of word analysis strategies, implications of individual variations in development in this area, and instructional sequences that develop and accelerate students' skills in word analysis and that are based on a convergence of research evidence.
- Can provide explicit, systematic instruction and reinforcing activities to promote students' word analysis skills, including the use of increasingly complex, connected text.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and that is based on ongoing informal and formal assessment of individual students' word analysis skills.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' understanding and application of word analysis skills.
- Knows when student delays or differences in the development of word analysis skills warrant in-depth evaluation and additional intervention.
- Knows the interrelationships between word analysis skills and the other components of reading.

## DOMAIN II—FOUNDATIONS OF READING KNOWLEDGE AND INSTRUCTION, PART II

### Competency 005

**The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.**

The Master Reading Teacher:

- Knows the relationships between reading fluency and comprehension.
- Knows expected patterns of development in reading fluency (including automatic word recognition and benchmarks for fluency for typical students at each developmental stage), implications of individual variations in the development of fluency, and instructional sequences that develop and accelerate students' fluency and that are based on a convergence of research evidence.
- Can provide explicit, systematic instruction and reinforcing activities to promote students' reading fluency (e.g., peer-assisted reading, choral reading, paired readings, repeated readings).
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and that is based on ongoing informal and formal assessment of individual students' reading fluency.
- Selects and uses instructional materials and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' reading fluency.
- Knows when student delays or differences in reading fluency warrant further assessment and additional help or intervention.
- Knows the interrelationships between reading fluency and the other components of reading.

**Competency 006**

**The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.**

The Master Reading Teacher:

- Knows factors that affect reading comprehension, including students' oral language development, previous reading experiences, word recognition skills, vocabulary, fluency, ability to monitor understanding, and the characteristics of specific texts, including the structure of expository and narrative texts.
- Knows how to provide instruction to promote students' literal, inferential, and evaluative comprehension.
- Knows effective instructional strategies for developing and expanding vocabulary.
- Knows strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies and strategies for reading different kinds of written materials.
- Can provide explicit, systematic instruction and reinforcing activities to promote and accelerate students' vocabulary development and ability to apply reading comprehension strategies.
- Plans, implements, and monitors instruction that is responsive to the strengths, needs, and interests of individual students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) and that is based on ongoing informal and formal assessment of individual students' vocabulary and/or reading comprehension.
- Selects and uses instructional materials (including literature) and strategies that reflect both cultural diversity and an awareness of instructional sequences that are based on a convergence of research evidence and that promote students' vocabulary and/or reading comprehension.
- Promotes students' vocabulary development and comprehension by providing them with multiple opportunities to listen to, read, and respond to various types of literature and expository texts.
- Knows when student delays or differences in the development of vocabulary and/or comprehension warrant in-depth evaluation and additional help or intervention.
- Knows the interrelationships between vocabulary development, reading comprehension, and the other components of reading.

**Competency 007**

**The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.**

The Master Reading Teacher:

- Knows predictable stages of writing and spelling development as they relate to reading development.
- Assesses students' spelling, written vocabulary, organization of written text, and concepts of print on an ongoing basis to inform and reinforce reading instruction for students (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities).
- Selects and uses appropriate instructional materials and strategies in writing, including spelling, written vocabulary, organization of written text, and concepts of print, to reinforce reading instruction.
- Knows when student delays or differences in writing development warrant in-depth evaluation and additional help or intervention.
- Knows the interrelationships between written language, concepts of print (e.g., left-right progression, spaces between words, use of glossaries and indexes), and the other components of reading.

## DOMAIN III—PRINCIPLES OF INSTRUCTIONAL DESIGN, DELIVERY, AND ASSESSMENT IN READING

### Competency 008

**The Master Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.**

The Master Reading Teacher:

- Knows that there is a continuum of knowledge and skills involved in learning to read and that students progress along the continuum at different rates and require varied levels of instructional intensity.
- Knows state content and performance standards for student reading.
- Knows the recursive relationship among reading instruction, assessment, and instructional planning.
- Knows the components of effective instructional design (e.g., eliciting and using prior knowledge, integrating prior and new knowledge, integrating knowledge and skills, providing scaffolded instruction, planning reviews).
- Knows and uses strategies for managing, organizing, and differentiating reading instruction (e.g., flexible grouping, individualized instruction, interventions) that are based on a convergence of research evidence and that develop reading competence in all students.
- Develops systematic sequential reading instruction for groups and individuals (including English Language Learners and students with reading difficulties, dyslexia, and reading disabilities) that reflects state content and performance standards, includes the components of a balanced reading program, is responsive to students' strengths and needs, and is based on a convergence of research evidence.
- Integrates the components of effective instructional design into cohesive daily lessons.
- Selects, organizes, and manages instructional materials and technologies that reflect cultural diversity, address the reading needs of groups and individuals, and are based on a convergence of research evidence.
- Locates, critically examines, and appropriately applies converging research evidence to reading instruction.

**Competency 009**

**The Master Reading Teacher knows how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.**

The Master Reading Teacher:

- Knows the reciprocal nature of assessment, planning, and instruction.
- Knows characteristics and uses of types of reading assessment, including screening, diagnostic assessment, continuous progress monitoring, and summative evaluation, for each of the components of reading as specified in competencies 001 through 007.
- Knows how to determine the appropriateness of an assessment tool for a given purpose and population, including bias, reliability, and validity.
- Knows about state and federal laws related to reading assessment and diagnosis.
- Selects and uses multiple and varied assessments before, during, and after instruction to guide instruction and monitor progress.
- Understands issues related to the selection, administration, and interpretation of assessments for English Language Learners.
- Uses assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students who are English Language Learners.
- Uses assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students with reading difficulties, dyslexia, and reading disabilities.
- Interprets the results of formal and informal reading assessments and uses results to know when in-depth evaluation and additional intervention are warranted.

## DOMAIN IV—READING INSTRUCTION AND ASSESSMENT FOR STUDENTS WITH DIVERSE BACKGROUNDS AND NEEDS

### Competency 010

**The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.**

The Master Reading Teacher:

- Knows how reading development in the first language affects development in English.
- Knows issues and concepts related to the transfer of literacy competency from one language to another.
- Locates, critically examines, and appropriately applies convergent research about best practices for providing instruction to English Language Learners.
- Knows expected stages and patterns of language development as related to primary and second language acquisition.
- Knows issues and procedures in assessing English Language Learners' reading strengths and needs and knows when to seek the expertise of specialists to aid in assessment.
- Knows how to distinguish between language differences and disabilities and when additional assessment or intervention is needed.
- Knows how differences in dialect or vocabulary development may affect a student's acquisition of reading skills.
- Knows strategies for increasing the literacy of English Language Learners.
- Selects and uses appropriate informal and formal assessments of English Language Learners to plan instruction that is responsive to individual students' strengths, needs, and interests.
- Provides daily opportunities for students to develop cognitive academic language in the primary language and/or English.
- Plans, implements, and monitors instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language.
- Selects and uses a variety of instructional materials and strategies that reflect both cultural diversity and an awareness of instructional progressions to facilitate students' transfer of literacy from the first language to English while promoting maintenance of the primary language.
- Provides explicit, systematic instruction and reinforcing activities using knowledge of primary and second language development to promote literacy for English Language Learners.
- Collaborates with teachers, specialists, parents/guardians, students, and administrators to promote literacy in both languages.

**Competency 011**

**The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.**

The Master Reading Teacher:

- Knows characteristics and implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence.
- Knows how to distinguish between typical patterns of reading development and reading difficulties, dyslexia, and reading disabilities.
- Knows common patterns of reading development in students with reading difficulties, dyslexia, and reading disabilities.
- Locates, critically examines, and appropriately applies convergent research about best practices for providing instruction to students with reading difficulties, dyslexia, and reading disabilities.
- Knows about state and federal laws regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities.
- Knows procedures for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and knows when to seek assistance from a specialist.
- Knows procedures for monitoring and evaluating the effectiveness of an intervention, planning additional interventions, and determining when/if placement in a reading program is appropriate.
- Knows instructional interventions and strategies that have research support for their use in enhancing the literacy of students with reading difficulties, dyslexia, and reading disabilities.
- Selects and uses appropriate informal and formal assessments of students with reading difficulties, dyslexia, and reading disabilities to plan instruction that is responsive to individual students' strengths, needs, and interests.
- Interprets and uses results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted.
- Selects and uses instructional materials, techniques, and strategies that reflect cultural diversity and are highly structured, sequential, systematic, age-appropriate, based on a convergence of research evidence, and can provide for the integration of skills into the act of reading connected text.
- Collaborates with teachers, specialists, parents/guardians, students, and administrators to facilitate reading instruction for students with reading difficulties, dyslexia, and reading disabilities.

## DOMAIN V—ROLES OF THE MASTER READING TEACHER

### Competency 012

**The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.**

The Master Reading Teacher:

- Knows the dual role of the Master Reading Teacher as teacher and mentor in the school community.
- Knows leadership, communication, and facilitation skills and strategies.
- Knows principles, guidelines, and professional ethical standards regarding collegial and professional collaborations, including issues related to confidentiality.
- Collaborates with administrators, colleagues, parents/guardians, and other members of the school community to establish and implement the roles of the Master Reading Teacher and ensure effective ongoing communication.
- Builds trust and a spirit of collaboration with other members of the school community to effect positive change in the school reading program and reading instruction.
- Uses leadership skills to ensure the effectiveness and ongoing improvement of the school reading program, encourage support for the program, and engage others in improving the program.
- Collaborates with members of the school community to evaluate, negotiate, and establish priorities regarding the reading program and to facilitate mentoring, professional development, and parent/guardian training.
- Confers with students, colleagues, administrators, and parents/guardians to discuss reading-related issues.
- Applies professional ethical standards and guidelines in collegial and professional collaborations.
- Collaborates with teachers, administrators, and others to identify professional development needs, generate support for professional development programs, and ensure provision of effective professional development opportunities.

**Competency 013**

**The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.**

The Master Reading Teacher:

- Knows skills and strategies for mentoring, coaching, and consultation in the development, implementation, and evaluation of an effective reading program.
- Knows learning processes and procedures for facilitating adult learning.
- Knows strategies for facilitating positive change in instructional practices through professional development.
- Knows features of effective professional development that promote sustained application in classroom practice (e.g., demonstration, modeling, guided practice, feedback, coaching, follow-up).
- Knows differences between consultation and supervision.
- Knows strategies for facilitating positive change in instructional practices through mentoring, coaching, and consultation.
- Applies effective mentoring, coaching, and consultation skills and strategies (e.g., observing, negotiating, providing feedback, problem solving) to improve reading instruction for all students.
- Uses mentoring, coaching, and consultation to facilitate team building for promoting student reading development.
- Uses consultation to engage in systematic problem solving for improving student reading.
- Selects and uses strategies for collaborating with colleagues to identify needs related to reading instruction.
- Collaborates effectively with colleagues with varying levels of skill and experience and/or diverse philosophical approaches to reading instruction to develop, implement, and monitor reading programs.
- Selects and uses strategies to maximize effectiveness as a Master Reading Teacher, such as applying principles of time management and engaging in continuous self-assessment.

SECTION III

# APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the Master Reading Teacher (MRT) test and to suggest possible ways to approach thinking about and answering the multiple-choice items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The MRT test includes 80 scorable multiple-choice items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the MRT test are designed to assess your knowledge of the content described in the test framework. In general, the multiple-choice questions are intended to make you think. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

**In addition to the multiple-choice questions, the test will include one case study assignment. Please see Section V: Case Study Assignment.**

## Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item.

### SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Master Reading Teacher competency 002: *The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.*

> A teacher wants to promote the phonemic awareness of a student who usually can distinguish the beginning sound of a word but often cannot identify medial or final sounds. Which of the following types of instruction would be most effective for this purpose?
>
> A. direct instruction in which the teacher models for the student how to distinguish the vowel and consonant sounds in a simple word
>
> B. instructional activities that involve the stretching of words composed of three sounds
>
> C. direct instruction in which the teacher models for the student how to delete the initial sound of a simple word and substitute a different sound
>
> D. instructional activities that involve segmentation of words containing four or more sounds

#### *Suggested Approach*

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, think about the skills involved in the development of phonemic awareness. Phonemic awareness is the ability to distinguish the separate sounds, or phonemes, within a spoken word. Because phonemes are coarticulated during normal speech, the initial phoneme of a word is typically easier for students to detect than the medial or final phonemes. A teacher can help students distinguish these other phonemes by saying the word more slowly than usual and stretching, or prolonging, each sound.

Now look at the response options. The correct response is B.

### CLUSTERED ITEMS

Some questions are preceded by stimulus material that relates to the question. Some examples of stimulus material included on the test are teacher notes, samples of student work, and descriptions of classroom situations. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

Two or more items may be related to a single stimulus. You can use several different approaches to answer this type of question. Some commonly used approaches are listed below.

**Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

**Strategy 2** Read the item *before* considering the stimulus material. The theory behind this strategy is that the content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

**Strategy 3** Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

*Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.*

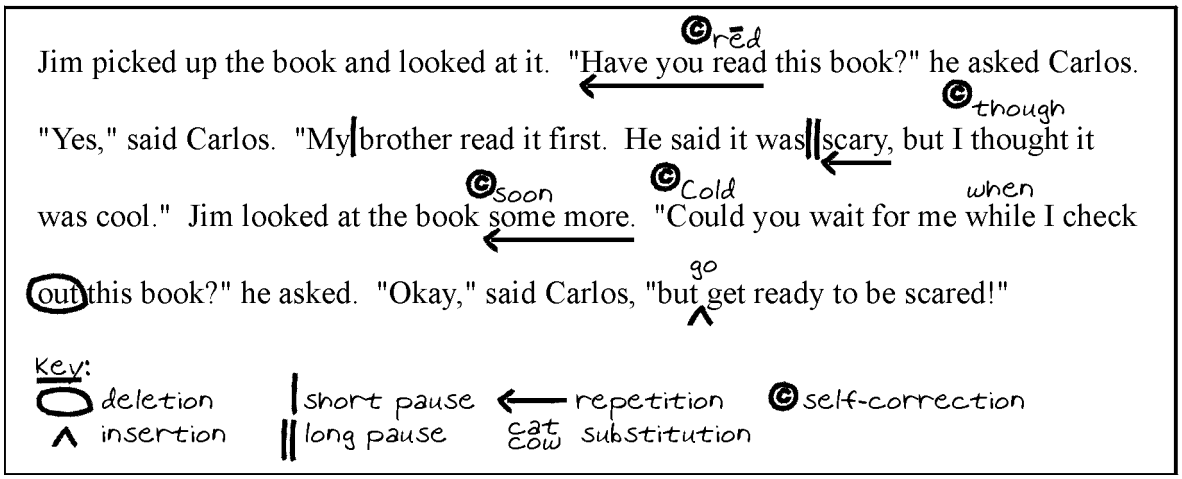
As you consider items set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of your own class or individual students you may have known.

### *Suggested Approach*

First read the stimulus (a teacher's analysis of a student's oral reading).

**Use the information below to answer the three questions that follow.**

A Master Reading Teacher is helping a third-grade teacher assess a student's reading performance. As the student reads aloud from a story, the teacher uses another copy of the story to take notes on the student's performance. Printed below is an excerpt from the teacher's record.


Jim picked up the book and looked at it. "Have you read this book?" he asked Carlos.
red
"Yes," said Carlos. "My brother read it first. He said it was scary, but I thought it
though
was cool." Jim looked at the book some more. "Could you wait for me while I check
soon
Cold
when
out this book?" he asked. "Okay," said Carlos, "but get ready to be scared!"
go
Key:
deletion
insertion
short pause
long pause
repetition
cat
cow
substitution
self-correction

After the assessment, the Master Reading Teacher helps the teacher interpret his notes about the student's oral reading.

Now you are prepared to address the first of the three questions associated with this stimulus. The first question measures competency 004: *The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.*

In the assessment illustrated above, the student's self-corrections suggest that she:

A. should reduce her reading rate to allow more time to identify unfamiliar words as she reads.

B. uses semantic and syntactic cues to confirm the correct meaning and pronunciation of words.

C. lacks sufficient phonemic awareness to distinguish the constituent sounds of individual words as she reads.

D. applies an understanding of morphology to identify and interpret unfamiliar words.

Consider carefully the teacher's notes about the student's oral reading presented in the stimulus, paying particular attention to the self-correction symbols. In four instances, the teacher's notes indicate that the student initially misread a word, confusing it with another word that did not fit the syntactic and/or semantic context; but the student then self-corrected the error. This pattern should lead you to select option B as the best response.

Now you are ready to answer the next question. The second question also measures competency 004: *The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.*

> The results of this assessment suggest that the student would benefit most from instruction to:
>
> A. strengthen her understanding of the alphabetic principle.
>
> B. develop her structural analysis skills.
>
> C. strengthen her automatic recognition of irregular sight words.
>
> D. develop her phonological awareness.

The second question requires you to make a judgment about the student's reading needs, based on the pattern of errors in the oral reading assessment. Note that the student misread four high-frequency words with irregular spellings: *thought, some, could,* and *while.* This pattern of errors clearly points to option C as the best response.

Now you are ready to answer the third question. This question assesses competency 013: *The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.*

The teacher tells several other teachers about the assessment technique described above, and they ask the Master Reading Teacher to help them apply the same method. The Master Reading Teacher could respond most appropriately to this request by:

A. inviting interested teachers to observe the Master Reading Teacher as she uses the assessment technique in her own classroom.

B. arranging for a professional development consultant to provide all early elementary teachers in the school with training in the technique.

C. suggesting that the third-grade teacher mentor the other teachers in the proper use of this assessment technique.

D. offering to teach the technique to interested teachers and to provide them with opportunities for guided practice in interpreting the results.

To make effective use of the assessment method presented in the stimulus, a teacher must gain familiarity with the system of notation for describing a student's oral reading performance. The teacher also must learn how to interpret the information that has been recorded. A Master Reading Teacher can best help classroom teachers develop these skills through direct training and guided practice. Option D is therefore the best response.

SECTION IV

# SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

**The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.**

1. At the beginning of the school year, a middle school teacher considers ways to motivate students to discuss literary texts. Which of the following activities would be most effective for this purpose?

   A. Each student selects a passage from a play and reads the passage aloud with the class.

   B. Students form book clubs with classmates who share similar interests and talk about texts that the students select themselves.

   C. Each student writes a book report about a literary text, reads it aloud, and answers students' questions.

   D. Students take turns responding to questions posed by the teacher about the plot and characters of a high-interest novel for young adults.

***The item above measures competency 001:***
*The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.*

2. A fourth-grade teacher wants to help students apply oral language skills to clarify their understanding of literary texts. Which of the following instructional activities would be most appropriate for this purpose?

   A. The teacher reads aloud a short story each day, briefly retells the story, and then guides students to identify similarities and differences between the written story and the retelling.

   B. Each student silently reads a short story, rereads it aloud with a partner, and then reflects on the story by writing in his/her reading journal.

   C. The teacher reads aloud a chapter of a high-interest fictional text each day, and then students meet in small groups to discuss the chapter and to predict what will happen next.

   D. Each student tape records his/her oral reading of a short story, listens to the recording, and then tells a partner the main events of the story.

***The item above measures competency 001:***
*The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.*

3. A kindergarten teacher considers ways to promote students' reading proficiency by strengthening their oral language skills. Which of the following instructional activities would be most effective for this purpose?

   A. The teacher reads aloud a familiar story, and then students dramatize the story using their own words as well as words or phrases they recall from the book.

   B. Students listen to the teacher read aloud a familiar story and then answer factual questions about the story posed by the teacher.

   C. The teacher says several simple words (e.g., *bike, sail, bat*), and then students call out as many words as they can think of that rhyme with the target words.

   D. Students listen as the teacher stretches the sounds of a simple word (e.g., *moon*), and then students segment the word into phonemes.

***The item above measures competency 001:***
*The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.*

4. At the beginning of the school year, a first-grade teacher gives students various screening assessments in reading. One student, who speaks a dialect that is different from the English used in the classroom, seems to be significantly behind his peers in reading development. Which of the following approaches would be most effective in addressing the student's oral language and reading needs?

   A. Include the student in a regular reading program with the rest of the students in the class and allow his oral language to improve naturally over time through peer interactions.

   B. Group the student with other students in the class who are experiencing reading difficulties and provide them with remedial reading instruction.

   C. Model high-level standard English vocabulary and language structures when speaking with the student and give him reading materials that also use a high level of English language.

   D. Provide the student with initial reading instruction using a language experience approach coupled with a structured skill-development program.

***The item above measures competency 001:***
*The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.*

5. A kindergarten teacher plans instructional activities to help students understand the concept of syllables. Which of the following activities should the teacher plan *first*?

   A. The teacher guides students to say a word slowly and then count the number of syllables in the word.

   B. Students say the name of each child in the class while clapping once for each syllable in the name.

   C. The teacher writes a word while saying it and then has students move a block for each syllable they heard.

   D. Students identify the phonemes in a simple written word and then blend the phonemes to form syllables.

***The item above measures competency 002:***
*The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.*

6. Which of the following words contains four phonemes?

   A. ties

   B. check

   C. plate

   D. thin

***The item above measures competency 002:***
*The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.*

7. Which of the following informal assessment strategies would be most effective in determining whether a student can segment a word into phonemes?

   A. The teacher says a simple word, such as *bat*, and then asks the student to identify words that rhyme with it.

   B. The teacher asks the student to draw lines between the letters of a simple word (e.g., *b*/*a*/*t*).

   C. The teacher pronounces three sounds (e.g., /b/, /a/, and /t/) and asks the student what word the sounds make.

   D. The teacher asks the student to say the individual sounds in a simple word such as *bat*.

***The item above measures competency 002:***
*The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.*

8. A kindergarten teacher confers with a Master Reading Teacher about a student who has normal hearing but lacks phonemic awareness. Formal and informal assessments indicate that the student is not progressing beyond basic phonological awareness, despite participation in a variety of group-based phonemic awareness activities. Which of the following interventions would be most appropriate for the Master Reading Teacher to recommend?

   A. individualized instruction to help the student learn how to delete and substitute phonemes in several simple, single-syllable words slowly spoken by the teacher

   B. small-group activities in which students learn how to use tiles or other manipulatives to represent each word in a sentence that is slowly spoken by the teacher

   C. individualized instruction to help the student experience and recognize the articulatory positions and mouth movements associated with each of the English phonemes

   D. small-group activities in which students trace sandpaper letters with their fingers while slowly pronouncing the sound associated with each of the letters

***The item above measures competency 002:***
*The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.*

9. Several first graders who are struggling readers seem to be having particular difficulty understanding and applying the alphabetic principle. Their teacher responds by providing them with explicit instruction in this area, as well as having them write about their reading on a daily basis. Daily writing is likely to promote struggling readers' understanding of the alphabetic principle primarily by:

   A. promoting their recognition of various letters of the alphabet.

   B. giving them concrete practice in phonemic segmentation, blending, and symbol-sound correspondences.

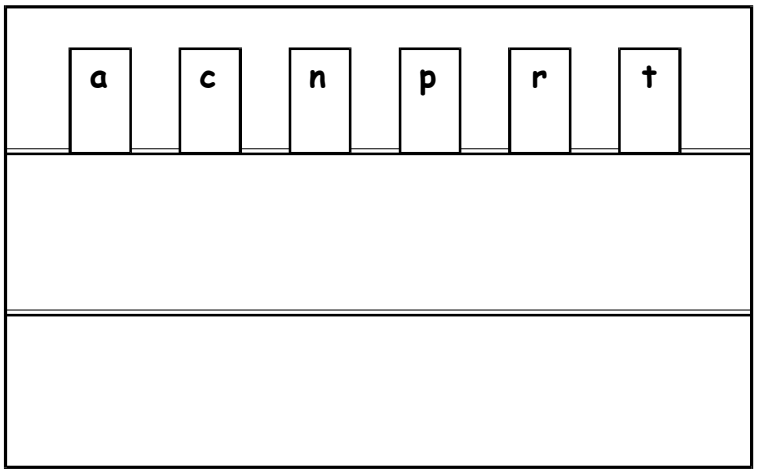
   C. allowing them to develop their expressive language vocabularies.

   D. improving their grasp of directionality, spatial orientation, and other concepts of print.

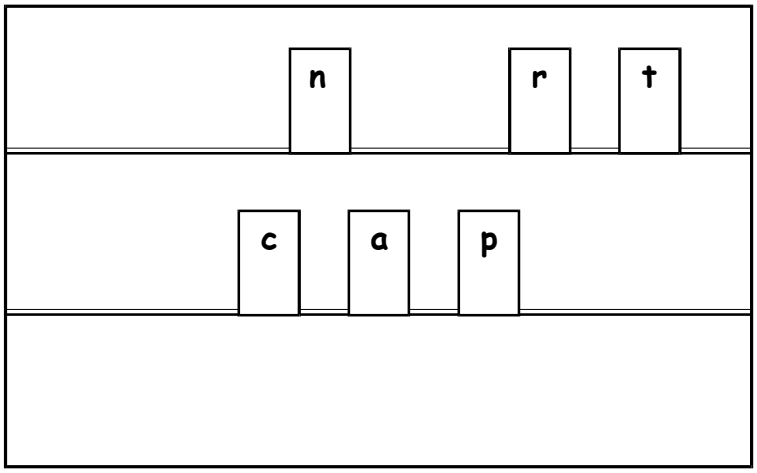
***The item above measures competency 003:***
*The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.*

**Use the information below to answer the four questions that follow.**

A Master Reading Teacher works with a first-grade teacher to design a small-group activity in which each student uses a "sound board," illustrated below. Made of heavy paper, each sound board has an upper and a lower pocket. Strips of heavy paper with preprinted letters at the top may be inserted and arranged in the pockets.




The teacher gives each student six strips preprinted with the letters *a, c, n, p, r,* and *t*. After reviewing the names of the letters and their associated sounds, the teacher guides students to spell the word *cap* by moving the appropriate letters from the upper pocket of the sound board to the lower pocket, as illustrated below. The teacher then guides students to form new words (e.g., *nap, rap, tap*) by replacing the *c* in *cap* with different letters from the upper pocket.




Students participate in sound board activities on a regular basis, using the same set of letters or a different set to form simple words that have the same rime (e.g., *can/ran/tan* or *cat/pat/rat*).

10. The sound board activity is likely to promote students' reading proficiency primarily by:

    A. helping students learn to read new words through analogy with letter patterns in familiar words.

    B. enhancing automatic recognition of irregular sight words.

    C. helping students learn to read new words by applying multiple word identification strategies.

    D. expanding students' listening and speaking vocabularies.

***The item above measures competency 003:***
*The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.*

11. After the first sound board activity, the teacher wants to determine whether a student has mastered the reading skills targeted in the activity. Which of the following informal assessment strategies would be most effective for this purpose?

    A. The student attempts to read several simple words that have the same initial consonants as words that were formed during the activity (e.g., *cap, cape, cart*).

    B. The teacher asks the student to write several of the words that were formed during the sound board activity.

    C. The student attempts to read several words that have the same rimes but different onsets from those studied during the activity (e.g., *map, lap, sap*).

    D. The teacher writes a series of words on the board and asks the student to circle all words that were formed during the sound board activity.

***The item above measures competency 009:***
*The Master Reading Teacher knows how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.*

12. The teacher periodically makes word cards for all the words students have formed during their sound board sessions. Which of the following activities using the word cards would most effectively promote the reading skills targeted in the sound board activity?

    A. The teacher displays each card and guides students to stretch the phonemes in each word.

    B. Students work with a partner to sort the word cards by making groups of words that share the same rime.

    C. The teacher displays the cards one by one in random sequence, and students call out the word.

    D. Students work with a partner to sort the word cards by making groups of words that share the same onset.

***The item above measures competency 003:***
*The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.*

13. Which of the following activities using words targeted during sound board sessions would be most effective in supporting students' reading development?

A. The teacher displays the text of a repetitive rhyming poem that features the target words, and students learn to read the poem.

B. Students work in small groups to practice blending the phonemes of each of the target words.

C. The teacher reads aloud a grade-appropriate story that includes the target words, and students raise their hands whenever they hear one of the words.

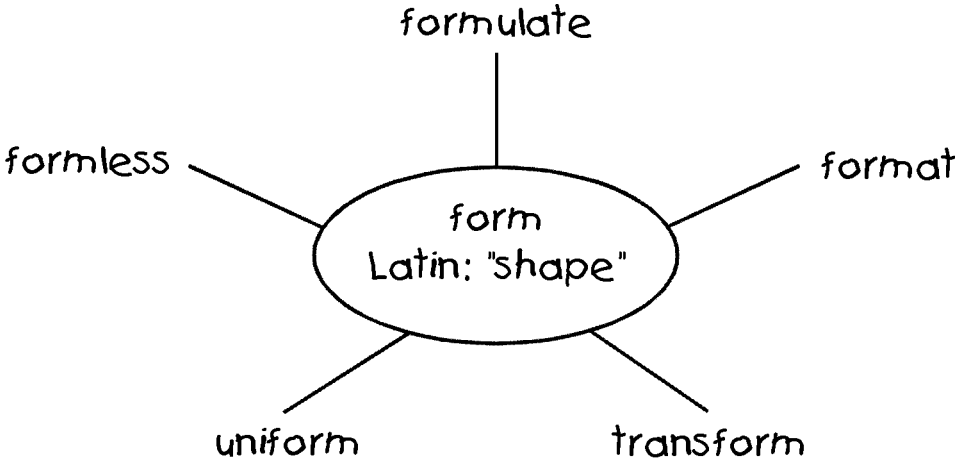
D. Students work in small groups to practice reading and writing each of the target words.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

***The item above measures competency 003:***
*The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.*

**Use the information below to answer the two questions that follow.**

A middle school teacher uses word-mapping activities to help promote students' reading proficiency. The teacher begins by identifying a word root and explaining the history and meaning of the root. Working in groups of four, students write the root and its meaning in the center of a piece of chart paper. Students then spend about 15 minutes brainstorming words that contain the root and searching through available texts for additional words. Illustrated below is one group's map for the root *form*.




14. The word-mapping activity described above is likely to promote students' reading proficiency primarily by helping students:

    A. apply knowledge of syllabication to recognize when words share a common element.

    B. use graphophonic cues to recognize when words are related.

    C. apply knowledge of morphology and etymology to gain meaning from related words.

    D. use semantic and syntactic cues to identify related words.

***The item above measures competency 004:***
*The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.*

15. The teacher considers how to incorporate use of the dictionary into the word-mapping activity. Which of the following strategies would best promote students' reading proficiency?

A. A member of each group uses the dictionary to locate other word roots that are similar to the root that students are using for their maps.

B. Students discuss the meaning of the words they have included in their maps and then use the dictionary to check each word's derivation and definition.

C. A member of each group looks up the root in the dictionary and copies the exact definition of the root to facilitate students' brainstorming.

D. Students begin the brainstorming process by browsing through the dictionary to locate words that may be appropriate to include in their maps.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

***The item above measures competency 004:***
*The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.*

16. Instruction to increase reading fluency should begin only after a student has demonstrated which of the following reading skills?

    A. the ability to self-monitor comprehension

    B. strong oral language skills

    C. the ability to apply context cues effectively

    D. strong word recognition skills

***The item above measures competency 005:***
*The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.*

17. A middle school teacher has been assessing a student's reading skills. The student is able to decode nearly all of the words in grade-level texts, but his reading fluency is only fair and this appears to be having a negative effect on his reading comprehension. Which of the following initial strategies would be most effective in improving the student's reading fluency and comprehension?

    A. Teach the student about differences between language structures used in spoken and written English.

    B. Advise the student to rely more on context cues to confirm word pronunciation and meaning.

    C. Have the student practice repeatedly reading a passage that is written at his independent reading level.

    D. Offer the student simplified content area texts, increasing text difficulty as comprehension improves.

***The item above measures competency 005:***
*The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.*

18. A high school teacher asks the Master Reading Teacher to explain the importance of reading fluency. The Master Reading Teacher could best respond by explaining that fluent reading:

A. enhances students' oral language proficiency.

B. helps students recognize similarities and differences between spoken and written language structures.

C. promotes students' ability to sound out words efficiently.

D. allows students to devote more attention to interpreting the meaning of the text.

***The item above measures competency 005:***
*The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.*

19. Which of the following sets of words would be most appropriate for students to memorize as sight words?

A. *girl, come, there, what*

B. *train, make, shell, drink*

C. *plate, chore, rock, bump*

D. *game, trick, stop, plan*

***The item above measures competency 005:***
*The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.*

20. According to convergent research, students benefit most from vocabulary instruction that:

A. focuses primarily on target words that are drawn from content area reading materials.

B. offers frequent practice in applying semantic and syntactic cues to identify unfamiliar words.

C. focuses primarily on the use of graphophonic cues to identify unfamiliar words.

D. offers multiple exposures to target words in authentic contexts within and beyond the classroom.

***The item above measures competency 006:***
*The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.*

**Use the information below to answer the three questions that follow.**

A middle school teacher informally assesses a student's reading comprehension by having the student silently read a short story about Elizabeth, a teenager who changes her name and her social image when she moves to a new school. After the student reads the story, the teacher asks her to retell it. Shown below are an excerpt from the story and the student's retelling of it.

> It was almost too easy. No one suspected that Beth—the totally cool new girl, the pink-haired trend-setter—was not what she seemed. A few short months ago, she was not Beth but Elizabeth: Dizzy Lizzy, Lizard Breath, Loser-brat. Even now, those words made her eyes sting. Shake it off, she told herself. The old school, scene of her humiliation, was only twenty miles from here, but it might as well be light years away. Still, she found herself wondering why the old thoughts should be tormenting her now. Maybe because of that sharp-faced girl who had been staring at her today. Why did that face seem so familiar? It was then that she heard the giggling. Turning, she saw the oddly familiar, sharp-faced girl pointing toward Beth and whispering to some other girls. Beth felt her heart sink like a stone.

*Student's retelling:* "There's this girl, Beth. Only sometimes they call her Elizabeth, or a bunch of mean nicknames like Lizard. She moves to a new school, and some of the kids there are mean to her. There's this other girl who whispers about her and makes fun of her."

21. Based on the results of this informal reading assessment, which of the following postreading activities would be most effective in improving the student's literal comprehension of the story?

A. The teacher guides the student to clarify her understanding by making a graphic organizer to compare the main character's past and present experiences.

B. The student links the story to personal experience by freewriting about the social dynamics of middle schools.

C. The teacher guides the student to clarify her understanding by analyzing explicit cause-and-effect relationships in the story.

D. The student and a partner compare and contrast the story to other stories they have read that involve characters who face similar challenges.

***The item above measures competency 006:***
*The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.*

22. The teacher could best test the student's inferential comprehension of the story by asking the student to explain:

A. why Beth's eyes start to sting when she thinks of events that occurred at her old school.

B. how Beth figures out that the sharp-faced girl is oddly familiar.

C. why the sharp-faced girl was pointing toward Beth and whispering.

D. how long it has been since Beth moved to the new school.

***The item above measures competency 006:***
*The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.*

23. The results of this informal assessment suggest that the student would benefit most from which of the following types of reading instruction?

A. demonstrating note-taking techniques to help the student learn how to identify and summarize main ideas and supporting details

B. modeling for the student how to use think-aloud techniques to help monitor comprehension as she reads

C. providing the student with opportunities for prereading discussion to activate and expand relevant prior knowledge

D. using word mapping to clarify the student's understanding of related words and concepts

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

***The item above measures competency 006:***
*The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.*

24. Students in a high school class have been reading legends and analyzing the elements of this literary genre. The teacher wants to plan an instructional activity that will promote students' reading and writing development as well as enhance their understanding of this genre. Which of the following activities would best address these goals?

A. Pairs of students collaborate to write their own legend and read it aloud to the class.

B. Students collaborate in small groups to create a graphic organizer that summarizes the main events in a number of different legends that the students have read.

C. Pairs of students collaborate to make a list that identifies the literary characteristics of legends.

D. Students work in small groups to read several commentaries about legends and then write a report that summarizes the main features of this genre.

***The item above measures competency 007:***
*The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.*

25. Illustrated below is a writing sample of a five-year-old student.

("We are having a tea party.")

This sample suggests that the student would benefit most from reading instruction to help him:

A. recognize and spell simple, high-frequency sight words.

B. grasp the concept that print carries meaning.

C. develop an understanding of the directionality of print.

D. recognize the separate sounds within individual words.

***The item above measures competency 007:***
*The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.*

26. Each student in a first-grade class creates a personal word bank by making and illustrating word cards for words he or she knows how to spell correctly. This practice is likely to promote students' reading and writing development primarily by:

A. helping students apply knowledge of phonics to improve their spelling skills.

B. motivating students to expand their written vocabularies and improve their spelling skills.

C. helping students distinguish between regular and irregular spellings.

D. motivating students to collaborate with peers to identify and correct spelling errors.

***The item above measures competency 007:***
*The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.*

**Use the information below to answer the two questions that follow.**

A preschool teacher sits beside a student who is finishing a drawing. The teacher asks, "What would you like to say about your picture?" The student responds by saying, "This is a picture of my parakeet. His name is Clarence." The teacher writes the student's response on a strip of paper, slowly reading it aloud as he writes. The teacher then helps the student attach the caption to the completed drawing and display it on a bulletin board in the classroom.

27. The activity described above is likely to promote the student's reading development primarily by:

A. improving the student's ability to summarize main ideas.

B. helping the student apply the alphabetic principle.

C. focusing the student's attention on the sounds of written words.

D. helping the student understand that print conveys meaning.

***The item above measures competency 007:***
*The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.*

28. Which of the following modifications of this activity would be most effective in reinforcing the student's understanding of the relationship between spoken and written language?

A. After writing the caption, the teacher slowly rereads the caption aloud while pointing to each word.

B. The teacher slowly points to each letter of the caption and identifies the name of the letter.

C. After writing the caption, the teacher helps the student copy some of the letters onto another sheet of paper.

D. The teacher identifies the initial phoneme of each word in the caption after reading it aloud.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

***The item above measures competency 008:***
*The Master Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.*

29. A high school teacher regularly makes use of flexible, heterogeneous grouping for reading and writing activities. The teacher typically begins with a whole-class discussion related to the planned activity. Students then meet in small groups. In a follow-up discussion, the whole class debriefs, with students sharing what they learned through the small-group reading activity. This instructional approach is most likely to benefit students in which of the following ways?

A. helping the teacher ensure the consistency of reading instruction by setting guidelines that apply equally for all students in the class

B. encouraging student scaffolding by creating a sense of community among readers

C. building students' confidence as readers by enabling them to identify with peers at the same stage of reading development

D. enhancing the teacher's ability to monitor the ongoing reading development of each student

***The item above measures competency 008:***
*The Master Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.*

30. A first-grade teacher is attending an informational session about the Texas Primary Reading Inventory (TPRI). The teacher asks a Master Reading Teacher if use of the TPRI is mandatory. The Master Reading Teacher could best respond by offering which of the following explanations?

A. State law requires all Texas school districts to assess the reading skills of students in kindergarten, first grade, and second grade, using the TPRI or another approved, research-based assessment instrument.

B. The Texas Education Agency (TEA) encourages, but does not require, all school districts to use the TPRI or another approved, research-based assessment to diagnose the reading needs of students in kindergarten, first grade, and second grade.

C. Independent School Districts in Texas must use the TPRI to assess the reading skills of kindergarten students but may use another approved, research-based instrument to assess first and second graders.

D. The federal government requires state departments of education to ensure that appropriate assessment instruments are used to diagnose the reading needs of students in kindergarten, first grade, and second grade.

***The item above measures competency 009:***
*The Master Reading Teacher knows how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.*

31. Which of the following questions should a Master Reading Teacher ask when judging the *content validity* of a particular reading assessment?

A. To what extent have the scores of individuals or groups who have taken the assessment fluctuated over time?

B. Does the assessment allow students to demonstrate their knowledge in a variety of ways?

C. Is the assessment normed on populations whose attributes differ greatly from the students who will take the assessment?

D. How well does the assessment measure what is being taught in the reading program?

***The item above measures competency 009:***
*The Master Reading Teacher knows how to select and administer appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.*

32. A first-grade class includes a number of English Language Learners who are at the early production stage of English acquisition and are emergent readers in English. When assembling reading materials for these students, the teacher should concentrate on selecting materials that:

A. have mostly decodable text and include strong visual support such as realistic illustrations.

B. engage students' interest through the use of multidimensional characters and unpredictable story lines.

C. model a variety of different writing styles and correct English writing conventions and usage.

D. focus on content area concepts and promote development of basic content area knowledge and skills.

***The item above measures competency 010:***
*The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.*

33. Which of the following situations illustrates how *negative transfer* can affect the transfer of literacy competency from one language to another?

A. An English Language Learner sounds out an English word accurately, but she does not recognize it because the word does not have a cognate in her primary language.

B. An English Language Learner sounds out English words inaccurately by applying letter-sound associations from her primary language to English.

C. An English Language Learner has a diagnosed reading disability in her primary language, and assessments suggest that she may also have a reading disability in English.

D. An English Language Learner reads a content area text accurately in English but incorrectly answers comprehension questions about it because she has no schema for this content in her primary language.

***The item above measures competency 010:***
*The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.*

34. Which of the following instructional practices by classroom teachers would best promote the language and reading development of English Language Learners?

A. using authentic language, such as idiomatic expressions, during instruction to enrich English Language Learners' vocabularies

B. providing English Language Learners with individualized instruction that allows them to complete their work independently of their English-speaking peers

C. using context-embedded language and paraphrasing during instruction to facilitate English Language Learners' comprehension

D. providing English Language Learners with teacher-guided instruction that carefully controls their language input and responses to ensure correct English usage

***The item above measures competency 010:***
*The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.*

35. A middle school teacher tells a Master Reading Teacher that a student, who has limited English proficiency, is worried that she may fail the Texas Reading Proficiency Tests in English (RPTE). The Master Reading Teacher could best help the teacher address this concern by explaining that:

A. students who initially fail to achieve a passing score on the RPTE may retake the assessment repeatedly until they pass.

B. the RPTE measures students' progress on a continuum of reading proficiency and does not apply a pass/fail standard to their performance.

C. students who initially fail to achieve a passing score on the RPTE are eligible for individual tutoring to help them pass the exam.

D. the RPTE is an optional assessment that is designed primarily to help classroom teachers plan instruction to meet the needs of students who fail to pass the test.

***The item above measures competency 010:***
*The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.*

36. A first-grade teacher is selecting reading materials to use with students who have reading difficulties. Most of the reading materials selected by the teacher have controlled vocabulary and a high proportion of decodable words. Such reading materials are appropriate for struggling readers because these texts tend to:

A. contain fewer pictures and illustrations that are distracting to readers and can impede their comprehension of text.

B. focus on imaginative content and situations, which motivates readers to become more involved with the texts.

C. contain sentences and vocabulary that provide opportunities for readers to practice the alphabetic principle in context.

D. use language that is authentic and idiomatic, which makes the texts more accessible to the readers.

***The item above measures competency 011:***
*The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.*

37. A student who experienced some reading difficulty in the first and second grades is struggling with reading in third grade. His classroom teacher plans to administer various assessments to help determine the student's reading strengths and needs. Given convergent research on the most common causes of reading difficulty in children this age, which of the following assessments should the teacher administer to the student *first*?

A. an assessment in phonological awareness and phonics

B. an informal assessment in which the student reacts in writing to a passage he reads silently from a book in the classroom library

C. an assessment in study skills that is constructed from content area texts

D. an informal reading inventory in which the teacher has selected passages from texts written at the third-grade level

***The item above measures competency 011:***
*The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.*

38. Which of the following statements accurately describes the research-based rationale for including a writing task in the screening process when a student is being screened for a possible reading disability or dyslexia?

A. Individuals with dyslexia or reading disabilities frequently experience written expressive-language difficulties that parallel their reading difficulties.

B. Written expression provides an outlet for a struggling reader that helps reduce the student's test anxiety, resulting in improved reliability of the testing process.

C. Individuals with dyslexia or reading disabilities frequently perform better on written tasks than their performance on reading assessments alone would predict.

D. The extent of a subject's reading vocabulary knowledge is best measured using an assessment that requires the subject to apply vocabulary actively.

***The item above measures competency 011:***
*The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.*

39. Studies by a number of recent researchers and research organizations suggest which of the following conclusions regarding dyslexia and gender?

A. Among children under age 12, males are three to five times more likely to have dyslexia than females; however, this ratio tends to diminish after adolescence.

B. Equal numbers of females and males are dyslexic, but males tend to be referred and diagnosed as having dyslexia three to five times more frequently than females.

C. In the general population, including people from all age groups, males are three to five times more likely than females to have dyslexia.

D. Among people who can be objectively classified as dyslexic, females outnumber males, yet males tend to be referred for special services at a rate three to five times greater.

***The item above measures competency 011:***
*The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.*

40. A Master Reading Teacher in an elementary school is approached by the parents of a student who is enrolled in another teacher's class. The student has been referred for a special education assessment that will be conducted by an educational diagnostician to determine whether the student has a learning disability in reading. The parents say that they trust the Master Reading Teacher and would be more comfortable if he administered the assessments himself. The Master Reading Teacher could respond most appropriately to the parents' request by:

A. affirming the parents' legal right to request that qualified reading personnel of their choice participate in the evaluation of their child.

B. offering to provide a second opinion by interpreting the findings of the teacher and the diagnostician but declining to administer any tests.

C. agreeing to discuss the situation with the teacher and the diagnostician and to ask their permission to collaborate in the assessment process.

D. explaining that he is ethically obligated to refrain from offering services that are beyond his own area of expertise.

***The item above measures competency 012:***
*The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.*

41. A Master Reading Teacher's primary role in relation to the parents/guardians of students taught by other teachers in the school should be to:

A. consult with teachers about effective approaches for involving parents/ guardians in their children's reading education.

B. contact the parents/guardians to offer information and support regarding their children's reading education.

C. work with administrative staff to create a school climate that encourages all parents/guardians to learn about reading education.

D. help resolve any misunderstandings or conflicts about reading instruction that arise between teachers and parents/guardians.

***The item above measures competency 012:***
*The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.*

42. A newly hired Master Reading Teacher in a high school is concerned that teachers in the school have few opportunities for professional development relating to reading instruction. Which of the following steps would be most important for the Master Reading Teacher to take *first* in addressing this concern?

A. Invite local and regional experts on reading education to lead a series of professional development workshops for teachers and other school leaders about current reading research.

B. Model strategies for effective, research-based reading instruction by scheduling co-teaching sessions with teachers at every grade level.

C. Collaborate with teachers and other colleagues to shape a professional development agenda that provides focused, sustained attention to issues of reading instruction.

D. Volunteer to offer a series of in-service workshops for teachers and other colleagues on current issues and trends in reading education.

***The item above measures competency 012:***
*The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.*

43. A Master Reading Teacher is collaborating with colleagues to identify problems and set schoolwide priorities for improving reading instruction. Which of the following questions would be most important to address in this context?

A. Are school and district leaders supporting teachers' professional growth in the area of reading by ensuring that expert consultants provide in-service training?

B. Is the instructional focus of the school's reading program aligned with that of other high-performing elementary schools across the district?

C. Are the different teachers at each grade level maintaining consistency in the reading program by using identical instructional strategies and materials?

D. Is the continuity of the reading program consistently maintained through curricular alignment and ongoing communication within and across grade levels?

***The item above measures competency 012:***
*The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.*

44. A newly hired Master Reading Teacher in a high school is preparing to attend her first faculty meeting at the school. Before the meeting, a teacher tells her that some faculty have expressed apprehension and resentment about the Master Reading Teacher's role. The teachers feel that it is unfair for them to be subjected to a "double layer of review" by the Master Reading Teacher as well as the school principal. The Master Reading Teacher could best address this issue at the faculty meeting by:

A. offering to organize an informational session in which she and the school principal explain their respective roles in evaluating teachers.

B. explaining that her primary role as a Master Reading Teacher will be to serve as a staff developer who arranges training on reading issues identified by classroom teachers.

C. offering to meet privately with any teachers who have specific questions or concerns about the role of the Master Reading Teacher.

D. explaining that her role as a Master Reading Teacher will be to serve not as a supervisor of classroom teachers but as a resource and mentor.

***The item above measures competency 013:***
*The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.*

45. Two middle school teachers who are team teaching a class tell a Master Reading Teacher that they are having trouble reconciling their respective philosophies and methods of reading instruction. The teachers ask the Master Reading Teacher to help them resolve these professional differences. The Master Reading Teacher could respond most appropriately by:

A. providing the teachers with a summary of convergent research on best-practice reading instruction to help guide their development of a collaborative plan.

B. declining to mediate the dispute but offering to answer any questions the teachers may have about convergent research on best-practice reading instruction.

C. negotiating a plan that builds on areas of agreement between the teachers and is grounded in convergent research on best-practice reading instruction.

D. offering to facilitate problem-solving by meeting individually with the teachers to discuss convergent research on best-practice reading instruction.

***The item above measures competency 013:***
*The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.*

46. A Master Reading Teacher's primary responsibility with regard to assessment of students' reading skills should be to:

A. ensure that the school has a consistent policy regarding reading assessment and that all teachers understand the policy.

B. help classroom teachers select, administer, and interpret reading assessments as necessary to plan instruction that meets students' reading needs.

C. respond to requests from classroom teachers to diagnose reading difficulties and screen students for reading disabilities.

D. provide teachers with information about research-based strategies for improving the test-taking skills of students at various stages of reading development.

***The item above measures competency 013:***
*The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.*

# ANSWER KEY

| Item Number | Correct Answer | Competency |
|---|---|---|
| 1 | **B** | 001 |
| 2 | **C** | 001 |
| 3 | **A** | 001 |
| 4 | **D** | 001 |
| 5 | **B** | 002 |
| 6 | **C** | 002 |
| 7 | **D** | 002 |
| 8 | **C** | 002 |
| 9 | **B** | 003 |
| 10 | **A** | 003 |
| 11 | **C** | 009 |
| 12 | **B** | 003 |
| 13 | **A** | 003 |
| 14 | **C** | 004 |
| 15 | **B** | 004 |
| 16 | **D** | 005 |
| 17 | **C** | 005 |
| 18 | **D** | 005 |
| 19 | **A** | 005 |
| 20 | **D** | 006 |
| 21 | **A** | 006 |
| 22 | **C** | 006 |
| 23 | **B** | 006 |

| Item Number | Correct Answer | Competency |
|---|---|---|
| 24 | **A** | 007 |
| 25 | **D** | 007 |
| 26 | **B** | 007 |
| 27 | **D** | 007 |
| 28 | **A** | 008 |
| 29 | **B** | 008 |
| 30 | **A** | 009 |
| 31 | **D** | 009 |
| 32 | **A** | 010 |
| 33 | **B** | 010 |
| 34 | **C** | 010 |
| 35 | **B** | 010 |
| 36 | **C** | 011 |
| 37 | **A** | 011 |
| 38 | **A** | 011 |
| 39 | **B** | 011 |
| 40 | **D** | 012 |
| 41 | **A** | 012 |
| 42 | **C** | 012 |
| 43 | **D** | 012 |
| 44 | **D** | 013 |
| 45 | **C** | 013 |
| 46 | **B** | 013 |

SECTION V

# CASE STUDY ASSIGNMENT

In addition to the multiple-choice section, the Master Reading Teacher (MRT) test will include one assignment that requires a written response. The written-response score will be combined with the multiple-choice score to produce a total test score.

Included in this section is a description of the case study assignment, an explanation of the way case study assignment responses will be scored, and one sample case study assignment.

## How Case Study Assignment Responses Are Scored

Responses will be scored on a four-point scale (see next page). Each point on the scale represents the degree to which the performance characteristics (see below) are demonstrated in the response.

The score point descriptions reflect typical responses at each score point. Although the score assigned corresponds to one of the score points, individual responses may include attributes of more than one score point.

## PERFORMANCE CHARACTERISTICS

| | |
|---|---|
| **PURPOSE** | The extent to which the candidate responds to the components of the assignment in relation to relevant competencies in the Master Reading Teacher test framework. |
| **APPLICATION OF KNOWLEDGE** | Accuracy and effectiveness in the application of knowledge as described in relevant competencies in the Master Reading Teacher test framework. |
| **SUPPORT** | Quality and relevance of supporting details in relation to relevant competencies in the Master Reading Teacher test framework. |
| **RATIONALE** | Soundness of reasoning and depth of understanding of the assigned task in relation to relevant competencies in the Master Reading Teacher test framework. |
| **SYNTHESIS** | The extent to which the candidate is able to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher in an applied context. |

## SCORE SCALE

| | |
|---|---|
| **4** | **The "4" response reflects thorough knowledge and understanding of relevant competencies in the Master Reading Teacher test framework.**<br>• The response addresses all components of the assignment and fully completes the assigned task.<br>• The response demonstrates an accurate and very effective application of relevant knowledge.<br>• The response provides strong supporting evidence with specific and relevant examples.<br>• The response demonstrates clear, logical reasoning and a comprehensive understanding of the assigned task.<br>• The response demonstrates strong ability to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher. |
| **3** | **The "3" response reflects sufficient knowledge and understanding of relevant competencies in the Master Reading Teacher test framework.**<br>• The response addresses most or all components of the assignment and sufficiently completes the assigned task.<br>• The response demonstrates a generally accurate and effective application of relevant knowledge; minor problems in accuracy or effectiveness may be evident.<br>• The response provides sufficient supporting evidence with mostly specific and relevant examples.<br>• The response demonstrates sufficient reasoning and an overall understanding of the assigned task.<br>• The response demonstrates sufficient ability to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher. |
| **2** | **The "2" response reflects partial knowledge and understanding of relevant competencies in the Master Reading Teacher test framework.**<br>• The response addresses at least some components of the assignment and/or partially completes the assigned task.<br>• The response demonstrates a partial and/or ineffective application of relevant knowledge; significant inaccuracies may be evident.<br>• The response provides minimal supporting evidence with few relevant examples; some extraneous or unrelated information may be evident.<br>• The response demonstrates limited reasoning and understanding of the assigned task.<br>• The response demonstrates partial ability to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher. |
| **1** | **The "1" response reflects little or no knowledge or understanding of relevant competencies in the Master Reading Teacher test framework.**<br>• The response addresses few components of the assignment and/or fails to complete the assigned task.<br>• The response demonstrates a largely inaccurate and/or ineffective application of relevant knowledge.<br>• The response provides little or no supporting evidence, few or no relevant examples, or many examples of extraneous or unrelated information.<br>• The response demonstrates little or no reasoning or understanding of the assigned task.<br>• The response demonstrates little or no ability to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher. |
| **0** | A score of "0" will be assigned to responses that are completely blank, off topic/off task, unreadable, primarily in a language other than English, or are too short or do not contain a sufficient amount of original work to score. |

Note: Your response should be your original work, written in your own words, and not copied or paraphrased from some other work.

## Scoring Process

Each response will be scored independently by two trained scorers. Each scorer will assign a score of 1–4. If the two scores assigned are discrepant, additional scoring will determine the final score.

## Preparing for the Case Study Assignment

Following is one sample case study assignment that represents the type of question you will see on the MRT test.

In preparing for the case study assignment component of the test, you may wish to draft a response to the question by reading the case study and planning, writing, and revising your essay. You should plan to use about 90 minutes to respond to the sample case study assignment. It is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice response.

After you have written your practice response, review your response in light of the score point descriptions. You may also wish to review your response and the score scale with staff in your MRT preparation program.

## General Directions for Responding to the Case Study Assignment

**DIRECTIONS FOR CASE STUDY ASSIGNMENT**

This section of the test consists of one case study assignment. For this assignment, you are to prepare a written response and record it in the area provided.

Read the case study assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable sheets to make notes, create an outline, or otherwise prepare your response. ***Your final response, however, must be typed into the on-screen response box.***

Your written response will be evaluated based on the extent to which it demonstrates knowledge and skills required to perform the roles of the Master Reading Teacher. Draw from both the body of convergent research and your professional experience. (Citing specific research studies is not required.)

Read the assignment carefully to ensure that you address all components. Your response to the assignment will be evaluated based on the following criteria:

- **PURPOSE:** The extent to which the candidate responds to the components of the assignment in relation to relevant competencies in the Master Reading Teacher test framework.
- **APPLICATION OF KNOWLEDGE:** Accuracy and effectiveness in the application of knowledge as described in relevant competencies in the Master Reading Teacher test framework.
- **SUPPORT:** Quality and relevance of supporting details in relation to relevant competencies in the Master Reading Teacher test framework.
- **RATIONALE:** Soundness of reasoning and depth of understanding of the assigned task in relation to relevant competencies in the Master Reading Teacher test framework.
- **SYNTHESIS:** The extent to which the candidate is able to synthesize the knowledge and skills required to perform the multifaceted role of the Master Reading Teacher in an applied context.

The assignment is intended to assess knowledge and skills required to perform the roles of the Master Reading Teacher, not writing ability. Your response, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators knowledgeable about the roles of the Master Reading Teacher.

The final version of your response should conform to the conventions of edited American English. Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

## Sample Case Study Assignment

This case study focuses on a student named Louise. Louise is a fifth grader who has been found to have normal vision and hearing. Her primary language is English. In October her classroom teacher approaches the Master Reading Teacher (MRT) to ask for guidance about working with Louise on her reading. The fifth-grade teacher shows the MRT some anecdotal notes on Louise, her latest Texas Assessment of Academic Skills (TAAS) results, and the results of some classroom assessments. The MRT also observes as the teacher talks with Louise about a short passage from a fifth-grade text that Louise has just read. The passage and the assessment information are reproduced on the following pages. Using these materials, write a response in which you apply your knowledge of reading assessment, instruction, and mentoring to analyze this case study. Your response should include the following information:

- A description of three important aspects of Louise's reading, citing evidence from the case study to support your observations about Louise's strengths and needs.

- A full description of two instructional strategies or activities that would be especially effective for the classroom teacher to use to improve Louise's reading ability. Be sure to address the needs and build on the strengths that you have identified for Louise.

- An explanation of why each strategy/activity you described would be effective in improving Louise's reading proficiency.

- A full description of two appropriate actions you would take as a mentor teacher to help the classroom teacher implement the strategies/activities you have described.

**READING PASSAGE AND DIALOGUE WITH TEACHER**

Printed below is a passage from a fifth-grade text that Louise has read silently.

If you have ever spent time watching an animal, you have probably seen it doing a number of different things. If you have ever watched ducks in a park, for example, you may have seen them flying, landing in a pond, swimming, or ducking their heads under the water. You may also have noticed that when people sat down on a bench near the pond, the ducks sometimes swam toward them looking for food.

Some of a duck's behaviors, such as swimming or ducking its head under the water, are *instinctive* behaviors, things that ducks do automatically. Other behaviors, such as seeking food from people, are things that the ducks have *learned*.

Many animals demonstrate both kinds of behaviors—even animals that you might not think of as being able to learn things.

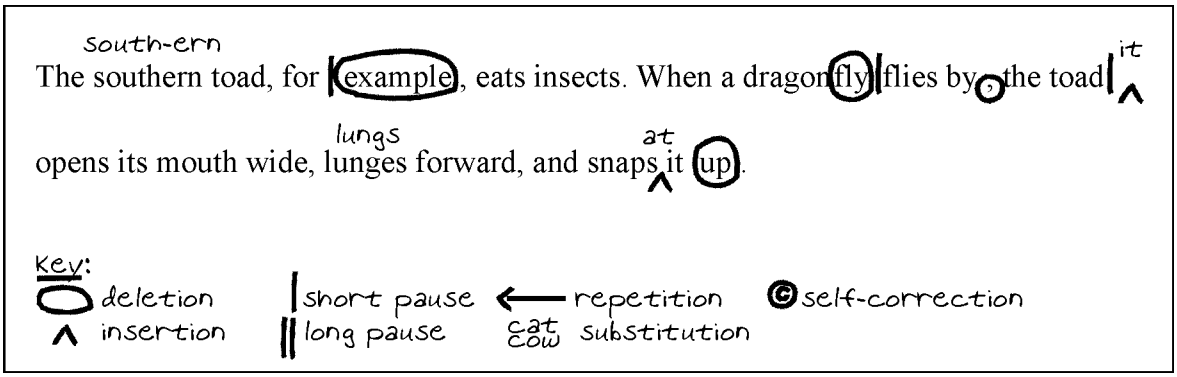
The southern toad, for example, eats insects. When a dragonfly flies by, the toad opens its mouth wide, lunges forward, and snaps it up.

But how does the toad know that it should eat insects? Did it learn this from its parents? No, the toad behaves this way by instinct. It eats insects automatically, because this behavior is a trait, or characteristic, that it has inherited. It is something that the toad was born knowing how to do.

But even though a toad eats insects automatically, it can still learn something about eating. For example, it can learn what it likes and what it doesn't like. Scientists have observed that if a southern toad tries to eat a bee and is stung, the toad will no longer try to eat bees. A toad that has been stung by a bee will recognize a bee the next time it sees one and will simply ignore it, even if it flies right by the toad's nose. The toad has changed its behavior based on experience. That is, it has *learned*.

The next time you're watching an animal, see if you can distinguish between things that it does instinctively and things that it has learned from experience.

Before asking Louise questions about the text, the teacher has her read the beginning of the fourth paragraph aloud. As Louise reads, the teacher uses another copy of the text to take notes on Louise's performance. Printed below are the teacher's notes.



After Louise has finished the oral reading, the teacher asks her some questions. A transcript of a portion of their dialogue is printed below.

| | |
|---|---|
| *Teacher:* | Please tell me what this passage is about, Louise. |
| *Louise:* | It's about animals, it says they do lots and lots of different things. |
| *Teacher:* | Are there any specific things it tells about? |
| *Louise:* | Um, yes, it tells about how a toad got stung by a bee once. |
| *Teacher:* | And does it say why the toad got stung, or what the toad did afterwards? |
| *Louise:* | It tried to eat it. I don't know what it did after that. I bet it hopped around a lot! |
| *Teacher:* | I'll bet you're right! Does it say anything else about toads, or about other animals? |
| *Louise:* | It talks about ducks in the park. Ducks like it when you feed them bread crumbs. |
| *Teacher:* | Does it talk about some types of behavior being different from others? |
| *Louise:* | Um, yes, ducks do different kinds of things, like flying and swimming and eating. |
| *Teacher:* | Okay, Louise, would you read this sentence to me? [*points to the first sentence of the fifth paragraph*] |
| *Louise:* | [*reads fairly rapidly*] But even though a toad eats inside [*pauses briefly*] it can still learn something about eating. |
| *Teacher:* | Is there anything a toad just knows about eating, without having to learn it? |
| *Louise:* | Nope. |
| *Teacher:* | Would you read this word for me? [*points to* instinctive *in the second paragraph*] |
| *Louise:* | Instant. |

**TEACHER NOTES**

Printed below is an excerpt from the teacher's notes documenting informal observations related to Louise's reading activities.

**Name:** Louise

9/12 Louise is a cheerful, confident, talkative girl. She appears to enjoy school. We have begun a science unit on animal behavior, and Louise launched herself eagerly into the subject, quickly reading through the first chapter in the science textbook and checking out several books from the school library. She has participated actively in class discussions on animal behavior, but her comments are not always relevant to the topic at hand.

9/23 Louise gave an oral book report today on one of her favorite books, a story from a series written at about the third-grade level. She gave a good overall summary of the plot and was able to answer questions about the characters and their motivations. She told me later that she has the whole series at home and reads them often.

10/3 Louise did very poorly on a quiz on the animal behavior unit, and she was quite surprised at her low score. When she and I discussed it, she said that she thought it was an easy quiz. She added that she'll probably do okay on the next quiz--she knows a lot about animals.

10/6 I asked Louise to read out loud to me today. She read very quickly, but misread a number of words and didn't self-correct. When I asked her to stop and look again at words she had missed, she was often able to break them into syllables and sound them out. Her recognition of high-frequency irregular words was quite good.

**ASSESSMENT RESULTS**

Louise's reading score on the TAAS taken in the spring of fourth grade is shown below.

| TAAS Results—READING | Louise's score | Score required for objective mastery |
|---|---|---|
| 1. Word Meaning | 4/6 | 5/6 |
| 2. Supporting Ideas | 2/8 | 6/8 |
| 3. Summarization | 1/6 | 5/6 |
| 4. Relationships and Outcomes | 2/6 | 5/6 |
| 5. Inferences and Generalizations | 4/10 | 8/10 |
| 6. Point of View, Propaganda, Fact and Nonfact | 1/4 | 3/4 |

Louise's performance on a language arts quiz is shown below.

| Skill | Number Correct |
|---|---|
| Recognizing prefixes and suffixes | 4 out of 8 |
| Separating root words from affixes | 3 out of 6 |
| Dividing words into syllables | 3 out of 6 |

In the first two weeks of school, the teacher met with students individually and asked them to read aloud words from a set of flashcards. The checklist below shows Louise's performance on a portion of this task.

**Word Recognition Check**

| | Automatic | Decoded |
|---|---|---|
| enough | ✓ | |
| mystery | | mis-try |
| skillful | skillet | |
| thought | ✓ | |
| adventure | ✓ | |
| flavor | favorite | |
| understand | | ✓ |
| southern | | south-ern |
| excited | ✓ | |

SECTION VI

# PREPARATION RESOURCES

The resources listed below may help you prepare for the MRT test. These preparation resources have been identified by content experts in the field to provide information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

## Journals

*Journal of Adolescent and Adult Literacy*, International Reading Association.

*The Reading Teacher*, International Reading Association.

## Other Sources


Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Adams, M. J. (1998). The three-cueing system. In J. Osborn and F. Lehr, eds. *Literacy for all issues in teaching learners.* New York: Guildford.

Adams, M. J., & Bruck, M. (1995, Summer). Resolving the "Great Debate." *American Educator,* 19:2, 7,

Anderson, V., & Roit, M. (1998). Reading as a gateway to language proficiency for language-minority students in the elementary grades. In R. M. Gersten & R. T. Jimenes, eds. Promoting learning for culturally and linguistically diverse students: Classroom applications from contemporary research, 42–54. Belmont, CA: Wadsworth Publishing Co.

Au, K. H. (1993). *Literacy instruction in multicultural settings.* New York: Harcourt Brace College Publishers.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling.* Columbus, OH: Merrill.

Beck, I. L., & Juel, C. (1995, Summer). The role of decoding in learning to read. *American Educator,* 19:2, 8, 21–25, 39–42.

Blachman, B. (Ed.). (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Lawrence Erlbaum Associates.

Blachowicz, C., & Fisher, P. (1996). *Teaching vocabulary in all classrooms.* Englewood Cliffs, NJ: Merrill.

Chard, D., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic, 34,* 261–270.

Charnot, A. U., & O'Malley, J. M. (1994). Instructional approaches and teaching procedures. In K. Spangenberg-Urbschat & R. Pritchard, eds. *Kids come in all languages: Reading instruction for ESL students,* 82–107. Newark, DE: International Reading Association.

Cunningham, P. M. (1995). *Phonics they use: Words for reading and writing.* (Second Edition). New York, NY: HarperCollins College Publishers.

Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading and Writing Quarterly, 14,* 135–163.

Foorman, B. R., Francis, D. J., Novy, D. M., & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology* 83:4, 456–469.

Gallas, K. et al. (1996). Focus on research, talking the talk, and walking the walk: Researching oral language in the classroom. *Language Arts, 73,* 608–617.

Garcia, G. E., Montes, J. A., Janisch, C., Bouchereau, E., & Consalvi, J. (1993). Literacy needs of limited-English proficient students: What information is available to mainstream teachers? In D. J. Leu & C. K. Kinzer, eds. *Examining central issues in literacy research, theory, and practice,* 171–178. Forty-Second Yearbook of the National Reading Conference, USA.

Graves, D. H. (1994). *A fresh look at writing.* Portsmouth, NH: Heinemann.

Harris, T. L., & Hodges, R. E., eds. (1995). *The literacy dictionary: The vocabulary of reading and writing.* Newark, DE: International Reading Association.

Idol, L. (1997). *Creating collaborative and inclusive schools*. Austin, TX: Eitel Press.

Juel, C. (1994). *Learning to read and write in one elementary school.* New York: Springer-Verlag.

Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly,* 31:3, 268–289.

Lapp, D., Flood, J., & Farnan, N. (1996). *Content area reading and learning: Instructional strategies.* Boston, MA: Allyn & Bacon.

Mastropieri, M. A., & Scruggs, T. E. (1997). Best practices in promoting reading comprehension in students with learning disabilities. *Remedial and Special Education, 18*(4), 197–213.

Mathes, P. G., & Fuchs, L. S. (1993). Peer-mediated reading instruction in special education resource rooms. *Learning Disabilities Research & Practice, 8,* 233–243.

McKeown, M. G., & Beck, I. L. (1988). Learning vocabulary: Different ways for different goals. *Remedial & Special Education, 9*(1), 42–52.

McKeown, M. G., & Curtis, M. E. (1987). *The nature of vocabulary acquisition.* Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

McNeil, J. D. (1992). *Reading comprehension: New directions for classroom practice,* Third Edition. New York: HarperCollins Publishers.

Moats, L. C. (1998). Middle grades: Reading, writing, and spelling. In B. Wong, ed. *Learning about learning disabilities,* Second Edition, 367–389. San Diego, CA: Academic Press.

Moats, L. C. (1995). *Spelling: Development, disability, and instruction*. Baltimore, MD: York Press.

Moll, L. C., & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior,* 26:4, 439–456.

Morrow, L. M., Strickland, D. S., & Woo, D. G. (1998). *Literacy instruction in half- and whole-day kindergarten: Research and practice.* Newark, DE: International Reading Association and Chicago, IL: National Reading Conference.

Morrow, L. M., & Tracey, D. H. (1997). Strategies used for phonics instruction in early childhood classrooms. *The Reading Teacher, 50,* 644–651.

National Research Council. (1998). *Preventing reading difficulties in young children*. Washington DC: National Academy Press.

Osborn, J., & Lehr, F. (Eds.). (1998). *Literacy for all: Issues in teaching and learning*. New York, NY: The Guildford Press.

O'Shea, L. J., Sindelar, P. T., & O'Shea, D. J. (1987). The effects of repeated readings and attentioned cues on the reading fluency and comprehension of learning disabled readers. *Learning Disabilities Research, 2,* 103–109.

Palinscar, A., & Brown, A. L. (1983). *Reciprocal teaching of comprehension-monitoring activities* (Tech. Rep. No. 269). Urbana, IL: University of Illinois, Center for the Study of Reading.

Pressley, M., Brown, R., El-Dinary, P. B., & Afflerbach, P. (1995). The comprehension instruction that students need: Instruction fostering constructively responsive reading. *Learning Disabilities Research & Practice, 10*(4), 215–224.

Rashotte, C. A., & Torgesen, J. K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly, 20*(2), 180–188.

Ravitch, D. (1995). *National standards in American education: A citizen's guide.* Washington, DC: The Brookings Institute.

*Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (April 2000). Bethesda, MD: National Institute of Child Health and Human Development, NIH Pub. No. 00-04769.

Roller, C. (1996). *Variability, not disability: Struggling readers in an workshop classroom.* Newark, DE: International Reading Association.

Roser, N. L., & Martinez, M. G. (Eds.). (1995). *Book talk and beyond: Children and teachers respond to literature.* Newark, DE: International Reading Association.

Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher,* 50:5, 376–381.

Samuels, S. J., & Farstrup, A. E. (Eds.). (1992). *What research has to say about reading instruction* (2nd edition). Newark, DE: International Reading Association.

Schifini, A. (1998). *Language, literacy, and learning for all students.* Paper presented at the meeting of Comprehensive Centers for Reading Success Network, San Antonio, TX.

Shefelbine, J. (1995). Learning and using phonics in beginning reading. *Thrust for Educational Leadership, 25,* 8–9.

Simmons, D. C., & Kameenui, E. J. (Eds.). (1998). *What reading research tells us about children with diverse learning needs: Bases and basics*. Manwah, NJ: Lawrence Erlbaum Associates.

Sinatra, R. C., Stahl-Gemake, J., & Berg, D. N. (1984). Improving reading comprehension of disabled readers through semantic mapping. *The Reading Teacher, 38,* 23–29.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Spangenberg-Urbschat, K., & Pritchard, R. (Eds.). (1994). *Kids come in all languages: Reading instruction for ESL students.* Newark, DE: International Reading Association.

Stahl, S. A., Osborn, J., & Lehr, J. (1990). *Beginning to read: Thinking and learning about print: A summary.* Urbana-Champaign, IL: Center for the Study of Reading.

Strickland, D. S. (1998). *Teaching phonics today: A primer for educators.* Newark, DE: International Reading Association.

Texas Center for Reading and Language Arts. (1997, 1998, 1999). *Professional development guides*: *Reading and Language Arts TEKS*. Austin, TX: Author.

Torgesen, J. K., & Mathes, P. G. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.

Vacca, R. T., & Vacca, J. L. (1993). *Content area reading,* 4th ed. New York: HarperCollins Publishers.

Wagner, R. K., Torgesen, J. K., Laughon, P., Simmons, K., & Rachotte, C. A. (1993). Development of young readers' phonological processing abilities. *Journal of Educational Psychology, 85,* 83–103.

Weaver, C. (1996). *Teaching grammar in context.* Portsmouth, NH: Heinemann.

Yopp, H. (1992). Developing phonemic awareness in young children. *The Reading Teacher, 45,* 696–703.